

### Octorara Area School District

**Acquisition Lesson Plan--Elementary**

Plan for the Concept, Topic, or Skill - Not for the Day

Name/Bldg: Heidi Ferry/OIS Date(s): revolving-1week

Topic/Concept: Prefixes Course/Subject: Word Study

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| Essential Question: What is a prefix and how does it change a words meaning?  -------------------------------------------------------------------------------------------------------------------  What do students need to learn to answer the Essential Question?  **Assessment Prompt :** How do I recognize a prefix?  **Activating Strategy**: Students turn and talk to their partners predicting how to recognize a prefix  **AP #1:** Explain to students that a prefix is a group of letter added to a base word to make a new word. It is important to be able to recognize common prefixes to decode a word and figure out its meaning. Show them the example unhappy explaining that un is the prefix and it mean “not”. Review the following prefixes and their meaning. *Un, re, in,im,it, il.*  As a classstudents will read prefixes in the first column and will then transition to reading the longer words in the second column determining the meaning using the prefix: (group talk- choral reading);  *Un unable un untie un unnecessary*  *Re reappear re remake*  *In inappropriate in inaccessible*  *Im immature*  *Ir irresponsible*  *Il illogical*  **Extentended Thinking**: The following word parts are written on the board:*un, re, in, im, ir, il, do, make, side, legal, mature, replace, able.* Then with partners students build as many words as possible.  **Summarizing Strategy:** Students revisit their predictions with their partners.(Group talk)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Assessment Prompt:** How do you read words with a prefix added to the baseword?  **Activating Strategy:**. Students review the Decoding Big Word Strategy.  **AP#2:** Students are introduced to the game *Who Has*. In this game students have a card with a prefix written on it and on the same card students have a meaning of another prefix. *Example: I have illogical. Who has write again*? One student has the start card another has the end card. Students practice reading the words. The game can be timed, played whole group or in small groups.  **Extendended Thinking:**. Students play the game ***Who Has.***  **Summarizing Strategy:**  Students apply the Decoding Big Word Strategy to decode the following words: *inexpensive, immortal, illiterate, reconstructed, unbelievable*.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Assessment Prompt** : What part of the word is the prefix  **Activating Strategy:**. Students and teacher chorally read the words on the prefix speed drill.(choral and echo reading)  **AP#3:** . Students are reminded what a speed drill is and using the Prefix speed drill graphic organizer students underline or highlight the prefix in the words.(text marking)  **Extended Thinking**: Students time each other reading the prefix speed drill and record their answers. Students are attempting to improve their time  **Summarizing Strategy:**  Students review with their partners any words they had trouble pronouncing or identifying. (Group talk) |
| ---------------------------------------------------------------------------------------------------------------------------------------  **\*Key vocabulary to preview/review:** prefixes; base words(root words),syllables, multisyllabic |
| Teaching Strategies:  **Graphic Organizer:**  (AP1)  AP 2) Who Has work sheet  (AP3) Prefix Speed Drill |
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